

Project Sano y Salvo
(Project Safe and Sound)

21st Century Community Learning Centers Proposal
Tucson Unified School District
Resource Development Office

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ABSTRACT

Problem/Needs: Project Sano y Salvo (Safe and Sound) seeks to establish 3 Community Learning Centers in 3 middle schools in the Tucson Unified School District (TUSD) that are plagued by high rates of poverty, discipline problems, students on juvenile probation, latch key children and academic under-achievement.

Proposed Activities: Project Sano y Salvo will provide integrated drug and violence reduction/prevention activities • academic tutoring by adults and college work-study students • enrichment programs where students may earn high school credit, conducted by professional staff from the University of Arizona in math, science, reading, and writing and computer and technological literacy • recreation • summer school with the opportunity for high school credit • after school, weekend, and summer activities • club activities • nutrition • parent and community programs • homework assistance and community service learning.

Intended Outcomes: Project Sano y Salvo will provide extended opportunities for learning in a safe and drug-free environment, which will result in reduced suspensions, reduced probation rate, reduced violent offenses by students and improved academic achievement that meets local and state standards.

(1) Need for Project

(A) The extent to which the proposed project will provide services....

The Tucson Unified School District (TUSD) is located in Pima County, Arizona, only 50 miles from the US/Mexico border. The district spans 228 square miles and has 104 urban schools serving over 62, 000 students and their families. The district is proposing a consortia of three urban middle schools (6-8) to be recognized as a Community Learning Centers. These schools were selected to participate in this project because of the following factors: 1) population to be served; 2) limited resources currently available to students and the community; 3) school leadership; and 4) a high risk population and neighborhood. **Table 1** describes the three middle schools to be served through the 21st Century Community Learning Centers.

Table 1: Description of Population to be Served

	Carson	Naylor	Valencia
Enrollment	782	804	714
Percent minority students	37.5	55.5	67.5
Number of suspensions	309	506	250
Percent of students receiving free or reduced lunch	56.9	73.1	80.0
Number of students on or pending probation	56	42	31
Mastery in District Essential Skills Mathematics	56%	43%	43%
Mastery in District Essential Skills Language Arts	60%	49%	36%
Numbers of offenses committed within the neighborhood			
• burglary	917	343	N/A*
• graffiti	61	63	N/A*
• drug/alcohol offenses	202	313	N/A*
• violent offenses	134	213	N/A*

Sources: Tucson Unified School District's School Profiles; Pima County Juvenile Court; Tucson Police Department; Pima County Sheriff's Department.

* Data not available from Sheriff's Department

(B) The extent to which specific gaps or weaknesses in services....

Each Principal and School Leadership Team addressed the gaps and weaknesses in services, infrastructure and opportunities within their individual school. Each school has completed an ACTion 2000 Map, and the School Leadership Team made up of parents, teachers, community members, and school staff have designed a yearly plan to improve student learning and provide services to students and the community. Each school's Leadership Team will contribute to the planning, implementation and operation of their Community Learning Center. The following is a description of each school proposed in the 21st Century Community Learning Centers.

Carson Middle School: located on Tucson's southeast side may be considered a notch group school.

Carson was considered for years an Anglo middle class school. Today, 10% of the student population is African American and 27% are Hispanic. Students come from two parent working households and single family homes. Approximately 75% of the students are latch key children. Needs within the community include literacy education, extended day activities, programs for female students, and enrichment programs in science, math and reading. Carson currently provides Midco, a Tucson Parks and Recreation Program and a computer club after school. The library is open to the community two nights a week for services including computers.

Naylor Middle School: Naylor is located in one of Tucson's most stressed neighborhoods, the 29th Street Corridor. Drug trafficking and gang violence became such a concern that the Tucson Police Department opened up a sub station at the local grocery store to better serve the community. The community has a high mobility rate due to low income apartments and Section VIII housing within the area. In addition, Naylor serves students bussed in from Davis-Monthan Air Force Base. Gaps in Naylor's services include a lack of parent participation, educational programs to increase student achievement, and summer activities. Gaps in services include leaving the school open after hours for parents and the community, enrichment

programs, cultural programs, and a coordinated effort for after school activities. The Boys and Girls Club will partner with Naylor for the 1997-98 school year to provide services after school. Naylor also has Midco from Tucson Parks and Recreation and will begin to implement tutoring and mentoring through a collaboration with two local car dealerships and Davis-Monthan Air Force Base.

Valencia Middle School: is TUSD's newest school located in west Tucson serving a large attendance area. Over 65% of the population is Hispanic and approximately 14% of the student population has a physical or mental disability making Valencia a Breakthru School for Special Education. The gaps in services include a lack of community involvement, transportation, cultural programs, and deficits in math, science and reading. Valencia receives no funding for services, yet 80% of the students receive free or reduced lunch.

Goal and Objectives

Based on the needs identified and listed above, the following goal and objectives will guide and ensure the quality of all project services.

GOAL: The goal of Project Sano y Salvo (Project Safe and Sound) is to establish and operate three (3) community learning centers that provide a school-based, safe, drug-free, supervised and cost effective after-school, weekend and summer program with significant expanded learning opportunities, which will enable middle school students to meet and exceed local and state achievement standards in core academic subjects.

All of the following objectives are quantifiable and are directly related to each need identified by the three school communities and listed in Section 1 of this proposal. Process, Outcome, and Impact objectives have been designed and are listed below.

Process Objectives

Objective 1: By February 16, 1998, a Menu of Services for the project's Continuous Learning and Safety Program will have been developed by utilizing the community assessment data contained in each school's, School and Community Management and Action Plan (MAP) from TUSD's ACTion 2000 process (See From Vision to Action, (See Appendix).

Objective 2: By July 14, 1998, the leadership, administrative and service delivery structure will have been developed by school personnel and the Project Director and Center Coordinators. The Project Director will be the TUSD Director of Community Schools.

Objective 3: By September 1, 1998, the project's partners will have completed the first staff training session.

Objective 4: By September 1, 1998, the project's partners, Director, Center Coordinators and representative clients will have established a system to ensure accountability, client feedback and continuous evaluation.

Objective 5: By September 1, 1998, Centers at the three (3) middle schools (Carson, Naylor, Valencia) will begin providing selected services from the project's Menu of Services.

Objective 6: By August 1, 1998, regularly monthly meetings of the project staff will begin. The Project Director, Center Coordinators, teacher and parent representatives from each Site Leadership Team and representatives from each service provider will attend these meetings, under the direction of the Project Director.

Objective 7: By April 5, 1998, a recruitment of students program for the project will begin in each middle school.

Objective 8: By May 1, 1998, a parent information campaign will be launched by the Project Director and the TUSD School and Community Relations Office.

Objective 9: By July 9, 1998, the project director, Center Coordinators and representatives from each service provider will begin planning for first semester activities.

Objective 10: By August 15, 1998, service providers will submit their programs for review by the Project Director, Center Coordinators and representatives from each school's Site Leadership Team to ensure compliance with all federal directives, the project's goal and objectives.

Outcome Objectives

Objective 11: By May 15, 1999, 575-625 middle school students will have participated in one or more of the project's programs.

Objective 12: By August 15, 1999, a minimum of 1,000 middle school students will have participated in one or more of the project's summer programs.

Objective 13: During the 2nd and during the 3rd year of Project Sano y Salvo, 1,500-2,000 middle school students will have participated in one or more of the project's programs for each of the 2nd and 3rd year.

Impact Objectives

Objective 14: At the end of three years of operation, the project will have resulted in a 40% reduction of the current suspension rate at each school.

Objective 15: At the end of three years of operation, the number students on probation from the Juvenile Court at the three schools will have fallen by at least 40%.

Objective 16: At the end of three years of operation, the number of drug and violent offenses committed by students at each of the three schools will have been reduced by at least 70%.

Objective 17: By the end of the third year of operation, at least 60% of the students at each participating school will meet or exceed state academic achievement standards in core subjects, for their grade level.

2. Quality of Project Services

(A) The quality and sufficiency of strategies...

Over 53% of the students in TUSD are ethnic minorities. Since 1972, every district action, program, assignment and educational innovation has been closely scrutinized by a court-appointed Citizens Office of Civil Rights Committee, as well as TUSD's Governing Board, administrators and staff.

Strategies that ensure equal access and treatment for minorities, the physically challenged, non-English speakers and all traditionally under represented children are in place, and their effectiveness is continually reviewed.

TUSD's Title I Program and the Exceptional Education Program have received national awards and recognition for their effectiveness. The district operates separate Offices of Equity Development, African-American Studies, Native-American Studies and Bilingual Education.

A recent national report indicates that the Hispanic dropout rate in TUSD is well below the rate for the rest of the nation; and our rate is still falling (Tucson Citizen, February 9, 1998).

TUSD is an equal opportunity employer with a registered Affirmative Action Plan. The district adheres to all sections of the Civil Rights Act of 1964, including Titles VII and IX, section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990. In addition, Governing Board Policies 4310 and 4315 address sexual harassment and discrimination.

(B) The likely impact ...

The services and activities listed on Project Sano y Salvo's Menu of Services are designed: to expand learning opportunities for middle school children; to provide opportunities for enrichment, mentoring and tutoring; to be linguistically and culturally appropriate; to provide opportunities for after school, weekend and summer recreation, and to be safe, drug free, supervised---and fun.

Each Center will operate between the hours of 3:00 p.m. to 6:00 p.m. every weekday; a Saturday Morning School will be offered each Saturday during the school year. An Extended Summer School

Program will operate during the summer break. The hours of the school Library will be extended by _ hours, _ days a week. During the first year of operation, at least one evening class per week will be offered for parents on computers and the Internet.

During the first school year, the project will impact 575 to 625 middle school students. During the summers, at least 1,000 students can be served, each summer. During project years 2 and 3, at least 1,000 to 1,500 students can be served each year. Over the three year period of funding, approximately 6,100 middle school students will be impacted.

After three years of operation, it is reasonable to project a 40% reduction in the number of suspensions at each school, and a 70% reduction in the number of students placed on probation by the Juvenile Court. In terms of improvement in academic achievement, it is reasonable to project that at least 60% of the students at each school will meet or exceed state achievement standards for their grade level.

In order for each Center to better serve its community, a Menu of Services has been designed for each Center to select from. This will allow parents, teachers, students and school administration to determine the services most in need at their site. Each Center will provide after school activities, some nighttime activities, weekend and summer.

How It Works:

Each school has a Project Sano y Salvo budget which is used for the purchase of services from the Menu of Services. The School Leadership Team develops a program that meets the school's needs. The Center Coordinator, Project Director and project staff secure the selected services for the school. Each school will provide a slate of services that meets/exceeds all RFP specifications and requirements of the legislation. Each school's budget will be roughly based on their population.

Menu of Services

- **Cultural Programs**

Folklorico
Mariachi
African American

- **Technology**

Computer Club
Computer Education
Internet Access
Website-Family Education Network

- **Homework Help**

Parent Hotline - KGUN Television
After School Help

- **Recreation**

Midco
Dance
Arts and Crafts
Athletics

- **Saturday School**

Weekend Activities Scheduled

- **Transportation**

Busses as needed by schools

- **Parent University**

- **Enrichment Programs**

University of Arizona Extended University
Math
Science
Literacy

- **Tutoring/Mentoring**

APEX University of Arizona
Pima College Talent Search
Science
Math
Reading

- **Fine Arts**

Music Instruction
Art Instruction

- **Summer Enrichment Activities**

APEX University of Arizona
Summer School
Computers
Science and Math Enrichment

- **Family Resource & Wellness Centers**

Social Services
Primary Health Care
Food/Nutrition

- **After School Food Program**

Meals for participating students

- **Extended Library Hours**

Principals and Site Leadership Teams at all three schools indicated a desire to tailor the project's programs, to the extent possible, to meet specific needs of each school community. All three schools will provide activities and programs in each category listed on the **Menu of Services**. However, while Valencia and Naylor may offer cultural programs of folklorico dance and mariachi music, Carson may offer an African American cultural program through the Tucson Urban League.

After school recreation programs will be tailored to meet the interests of each school. One school may set up an after school basketball league; another school may offer a coed soccer league, while the third school selects the Midco Program provided by the Parks and Recreation.

Conversely, the Enrichment, Tutoring and Summer School Programs will be very similar at each school. Provided by the University of Arizona's Extended University, the Enrichment Program will be offered three hours, three afternoons a week, in eight-week sessions throughout the year. Enrichment activities will encompass math, science, and language arts in an integrated curriculum. The curriculum will be keyed to the state and TUSD Core Curriculum Competencies.

The After School Tutoring, Saturday School and Summer School Programs will each provide intensive assistance in math, science and reading. Summer School will operate 6 hours a day for 6 weeks during the summer break, and will also include enrichment and tutoring activities.

ASSURANCE: The applicant assures the grantor that the following TUSD Governing Board Policies which apply to rules and regulations applicable to building and equipment use, as well as supervision guidelines will be strictly followed in this project.

Policy No:

1030: Responsibility of District Personnel

1300: Use of District Facilities

1315: Community Schools

1320: Use of District Equipment

1350: Conduct Expected of All Persons on District Property

Sample Student Schedule

Project Sano Y Salvo's Extended Day schedule will operate periods 7, 8, and 9 (3:30 p.m.--6:30 p.m.)

Monday through Friday, unless otherwise noted. Snacks will be served between periods 8 and 9. The

following sample schedule is for Mike Smith, an African American 7th grader at Carson Middle School.

Mike was recruited for the project when his counselor registered him for his 7th grade schedule in August of 1998.

Mike's Schedule

On Monday, Mike spends periods 7, 8, and 9 in the Math, Science, Language Arts Enrichment Program operated by the University of Arizona's Extended University. If Mike finishes one full year of Enrichment Activities, he will be awarded 1/2 credit toward high school graduation when he leaves his middle school.

On Tuesday, Mike participates in a mixed volleyball league during periods 7 and 8. During period 9, Mike goes to the Library for tutoring and homework assistance.

On Wednesday, Mike is back in the Enrichment Program and spends most of periods 7, 8 and 9 in the school's Computer Lab learning how to use the Internet. **Wednesday evening**, Mike and his mother attend a Computer, Internet and Technology learning session in the school's Computer Lab from 7:00 p.m. to 9:00 p.m.

On Thursday, Mike attends a meeting of his Community Service Learning Club during period 7, where the club members and the sponsor plan a graffiti removal project for Saturday School. Periods 8 and 9 are spent in the Library, where Mike and a tutor prepare for Friday's math exam.

On Friday during period 7, Mike attends the Life Choices Program for violence and drug abuse prevention. Life Choices was developed by El Hogar de la Paz, a federally funded violence and drug abuse prevention operated by TUSD. During periods 8 and 9, Mike attends the African American Culture Club, which is sponsored by the Tucson Urban League.

On Saturday from 8:00 am until noon, Mike and his Community Service Learning Club remove graffiti from the neighborhood and then go to the park for a pizza party, sponsored by the school's Parent-Teacher Organization.

(C) The extent to which the services.....

The following chart lists the project's **Menu of Services** and the collaborating service provider.

Service/Activity	Collaborating Service Provider
Cultural Programs	TUSD Pima Community College University of Arizona City of Tucson Pima County Tucson Urban League
Enrichment Programs	Extended University, University of Arizona
Technology	TUSD Pima Community College
Tutoring	Pima Community College TUSD High School Students University of Arizona Work Study Program Parents Tucson Boys and Girls Club Jim Click Ford Employees O'Reilly Chevrolet Employees Davis Monthan Air Force Base Employees
Fine Arts	TUSD University of Arizona Pima Community College Museum of Art Local Artists and Crafts Persons
Recreation	City of Tucson Pima County TUSD Boys and Girls Club
Community Service Learning	TUSD

	Volunteer Center of Tucson
Service/Activity	Collaborating Service Provider
Club Activities	TUSD Volunteer Center of Tucson University of Arizona Pima Community College
Transportation	TUSD City of Tucson
Homework Help	TUSD Pima Community College Jim Click Ford Employees O'Reilly Chevrolet Employees Davis Monthan Air Force Base Employees Imagine Project, Information and Referral
Extended Library Hours	TUSD
Saturday School	TUSD
Parent University	TUSD Community Relations Department
Summer School Activities	TUSD Desegregation TUSD Title I University of Arizona
Mentoring	TUSD School-to-Work Projects
Health Services	Drexel Fire Department
After School Food	TUSD Food Services
<p>The following services are provided to students and the community as an in-kind service by TUSD's 14 Family Resource and Wellness Centers. The Centers have a city-wide collaborative of over 40 partners.</p> <ul style="list-style-type: none"> • Primary Health Care • Social Services, i.e. qualifying for food stamps, counseling, food boxes • Adult Education including ESL, GED, and Citizenship Classes 	

Description of Major Services

Cultural Programs: Mariachi music and folklorico dance clubs for students interested in learning traditional Mexican folk music and dance. African American Culture Club(s) sponsored by the Tucson Urban League provided activities relating to cultural, historic and contemporary contributions of African Americans.

Enrichment Programs: Provided by the Extended University, University of Arizona. Activities that integrate math, science, literacy and technology skills are taught by professional university personnel. The activities are keyed to the state and local Core Competencies and are designed to spark all students' interests in these disciplines and demonstrate the relationships between them. These activities are also provided for summer school students.

Summer School: will be operated at each site from 8:00 am. in the morning until 4:00 p.m. Summer School will stress achievement in math, science, and literacy. Students can earn 1/2 of a high school credit good toward graduation. All services and activities provided during the regular school year will be available during the summers.

Technology: Activities designed for students and parents and delivered by TUSD personnel. All 3 schools computer labs and Internet links are open to the project. Students and parents will develop computer literacy and learn how to access and explore the Internet.

Recreation: Activities are provided by local Parks and Recreation Departments at no cost to the project. In addition school personnel at each site organize and supervise mixed athletic leagues.

Club Activities: Provided by paid school personnel at each site. May include chess, computer, culture, arts and crafts and hobby clubs.

Community Service Learning: Site Leadership Teams at each site have requested opportunities for students to perform community service activities and to undertake neighborhood self-help projects. All activities are supervised by adults.

Homework Help and Tutoring: By adults, will be provided daily at all three sites. Parents can access homework information from a local television channel--KGUN. The Academic Preparation for Excellence Program (APEX) is available at all three sites. The mission of APEX is to increase the number of minority students bound for college. it provided tutoring in math, science, English and Social Studies. APEX is operated by the University of Arizona. Pima Community College offers the Talent Search program at all three sites. The purpose of the program is to address the low college enrollment figures from the targeted schools through mentoring, tutoring and educational programs.

Nutrition: Healthy snacks provided daily by TUSD Food Services.

Parent University: Operating for the past five years, the Parent university will provide project parents with short instructional sessions in a variety of areas of interest to parents.

Family Resource and Wellness Centers: TUSD operates 14 of these school-based Centers. The Centers exist to remove the social, educational and health barriers that can impede student academic achievement. A broad slate of social, educational and primary health care services are available to all Sano y Salvo clients at no cost to the project.

Mentoring: Already exists at Naylor and will be established at Carson and Valencia. Mentors will be recruited from the "Fourth R", a district/community organization which represents over 700 local businesses and institutions.

Extended Library Hours: Libraries at all three school will have their hours extended every day throughout the week.

3. Quality of the Management Plan

(A) The adequacy of procedures for ensuring feedback...

As noted in Section 4 of this proposal, this project's success depends on those people affected by the project having a meaningful role in the project. Through its 14 Family Resource and Wellness Centers (FRWC), TUSD has gained experience in collaboration and cooperation with others in order to provide an extensive human services program.

(The FRWC's, which are a resounding success in Tucson, will provide health and social services to Project Sano y Salvo's clients at no cost to the project.) The FRWC's ensure feedback and continuous improvement through an Advisory Committee, which oversees each FRWC.

Project Sano y Salvo will ensure feedback and continuous improvement by employing the same oversight design structure as the FRWC's. Policy making responsibility and ultimate oversight of each Sano y Salvo Learning Center will rest with the School Leadership Teams. These teams are comprised of parents, students, community members and school staff. All data collected from the continuous evaluation program described in Section 4 of this proposal will be reported to each School Leadership Team at each monthly meeting. The School Leadership Team will pass direction, information, recommendations and suggestions on to the Project Director and School Coordinator, thus ensuring a continuous loop of feedback for purposes of improvement.

(B) How the applicant will ensure that a diversity of perspectives...

The applicants are already ensuring a diversity of perspectives in the planning and design phases of Project Sano y Salvo. The diversity of people, interests, needs and perspectives will become the hallmark of the project. The School Leadership Teams which will make policy and provide direction for the Sano y Salvo Learning Centers are made up of diverse people with divergent perspectives. Students and parents, both of whom will be clients, community members, business partners, and school staff all hold seats on each school's School Leadership Team. Finally, as with all TUSD programs, the fairness, equity, and representation of Project Sano y Salvo will be watched carefully by the court appointed Citizens Office of Civil Rights Committee.

4. Quality of Project Evaluation

The design of Project Sano y Salvo's evaluation was driven by the project's goal and 17 objectives. All objectives are designed to expand learning time in a safe and drug-free environment and to improve academic achievement. All objectives are easily measured. The TUSD Department of Planning and Assessment will supervise all evaluation procedures and reporting.

(A) The extent to which the methods of evaluation...

The most promising of programs will collapse if participants and prospective clients have no opportunity to participate in, direct and take ownership of the program from start to finish, from planning to the final evaluation.

Project Sano y Salvo's goal and objectives are based on needs and existing service gaps identified by representatives from each of the three school communities. Each planning and decision making activity during the project's implementation will be evaluated by students, parents, community members, service providers, and project and school staff (See Objective 4). Language appropriate surveys and evaluation forms will be completed by all participants at each project event. Data and information developed from

these instruments will be reported and discussed at monthly School and Community Forums. The purposes of these forums are to monitor and evaluate progress toward objectives and to gather feed-back for immediate program improvements.

Participants in every project event, program and service will complete a language appropriate evaluation form. Under the supervision of the TUSD Department of Planning and Assessment, project staff will analyze this data and monitor progress toward fulfillment of the Process Objectives. Mid-course corrections will be made as needed. In addition, each staff member will keep Activity Logs and will evaluate each planning, implementation and program activity in these Logs. Staff members will report from their Activity Logs at each monthly staff meeting (See Objective 6).

(B) ...extent to which the evaluation will provide guidance...

Project Sano y Salvo's evaluation plan is designed to provide continuous feedback from a variety of sources on the planning, implementation and operational effectiveness of the project.

Evaluation of the progress toward the achievement of the ten Process Objectives will yield information on effective implementation strategies which can be replicated elsewhere. Evaluation on progress toward the achievement of the Outcome Objectives by project and district staff will provide a clear and specific measure of the effectiveness of the implementation and operating strategies. Finally, measurement of progress toward the fulfillment of the four Impact Objectives will decisively identify effective strategies for expanding learning time, reducing drug and violent offenses and improving academic achievement among students at the three middle schools.